



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

Educational News and Editorial Comment

SOCIAL STUDIES IN THE HIGH SCHOOL

The cities of Washington and New York have been greatly agitated during the last two months about social instruction in the public schools. It is contended on the one side that radical teachers have introduced dangerous social doctrines into the classroom, and boards of education have found it necessary, as they believe, to check in some fashion these dangerous radical tendencies. On the other side it is contended by the parties who are held to have committed the offense that they were carrying out their plain duty in giving children in the schools information about current topics.

The Washington situation seems to illustrate in a very definite way the difficulties of this two-sided discussion. A high-school teacher was suspended for a week without pay by a board of education that had prescribed definitely that she teach current events. Among the current events which she

The *School Review* is published monthly from September to June by the University of Chicago. It is edited and managed by the Department of Education as one of a series of educational publications. The series, including also the *Elementary School Journal* and the *Supplementary Educational Monographs*, is under a joint editorial committee and covers the entire field of educational interests.

JOINT EDITORIAL COMMITTEE

CHARLES HUBBARD JUDD, *Chairman*
SAMUEL CHESTER PARKER
JOHN FRANKLIN BOBBITT

Articles and Editorials of *The School Review*

ROLLO LA VERNE LYMAN
FRANKLIN WINSLOW JOHNSON

Reviews

HAROLD ORDWAY RUGG
ROLLA MILTON TRYON

Articles and Editorials of *The Elementary School Journal*

FRANK NUGENT FREEMAN
HARRY ORRIN GILLET

Supplementary Educational Monographs

WILLIAM SCOTT GRAY
MARCUS WILSON JERNEGAN

ADVISORY BOARD OF THE SCHOOL REVIEW

WILLIAM McANDREW, New York City
JEROME O. CROSS, Fresno, California
I. M. ALLEN, Springfield, Illinois
H. C. MORRISON, Hartford, Connecticut

H. V. CHURCH, Cicero, Illinois
ALEXANDER INGLIS, Cambridge, Massachusetts
E. A. MILLER, Oberlin, Ohio
FRED C. AYER, Seattle, Washington
H. L. MILLER, Madison, Wisconsin

found discussed in the papers were the League of Nations and the development of Bolshevism. No formal trial of this teacher was held by the board. There was an informal conference between the teacher and the superintendent and some members of the board. It does not appear that the teacher said anything about the League of Nations that has not been said by senators of the United States. It does not appear that her comments on Bolshevism were such as to mislead the students of the high school.

The action of the board was taken in a form that is worth reporting. The official notice of suspension to the teacher states that the action taken by the board was taken "because of your attempt to touch on and interpret certain economic and social subjects in which you were clearly an amateur and in which you revealed indiscretion and poor judgment in assuming to be anything else."

It is not the purpose of this editorial to judge of the wisdom or unwisdom of the action of the board nor of the merits of the original case. The incident furnishes, however, to the student of education occasion for sober thought. It is perfectly certain that the teachers of this generation are amateurs on most economic matters. It is also perfectly certain that in the great majority of cases the teachers who attempt to deal with current events will be drawn from a level of society which is opposed to the conservatism of many of our present economic practices. In New York City it is evident even to the casual observer that the radical tendencies of many of these teachers will tempt them to make use of the public institution to promote doctrines which will be repugnant to other members of the social group which they encounter. How is this difficulty to be met? By suppression of the discussions and by charges and by countercharges and prosecutions and fines? A course such as that which has been pursued at Washington and New

York is certain to lead to bitter partisan feelings and to unproductive controversies.

We have had occasion to point out several times in this section of the *Review* that there is only one possible method of dealing with this situation. There must be a vigorous effort made by intelligent people to cooperate in the careful preparation of suitable material for school instruction. It is equally idle to try to suppress discussions of social matters on the one hand or on the other hand to leave the discussions to the amateurish ignorance of most teachers. When school boards and the school authorities of the states of the Union and of the nation realize the magnitude of the problem which we are confronting in trying to prepare children for citizenship and when they are willing to give the necessary time and attention to these matters, we shall have a concerted intelligent movement in the direction of an adequate treatment of social matters in the schools. Until then we shall have controversies and inefficiency and failure in matters that are of cardinal importance to the public and every individual.

HIGH-SCHOOL FRATERNITIES

The Legislature of Illinois passed at its last session a bill prohibiting high-school fraternities. At that time the governor was not prepared to sign the bill because he believed that it was not legitimate to make criminals of children who had organized themselves into social groups in the high school. For two years the principals of Illinois high schools have been making a careful study of the governor's objections and of the methods of dealing with this difficult problem. The bill which they finally drafted is one which deserves careful study and is reproduced as follows:

For an Act to prohibit fraternities, sororities and secret societies in the public schools of the State, and to provide for the enforcement of the same.

Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: That a public school fraternity, sorority

or secret society, as contemplated by this act, is hereby defined to be any organization, composed wholly or in part of public school pupils, which seeks to perpetuate itself by taking in additional members from the pupils enrolled in such school on the basis of the decision of its membership rather than upon the free choice of any pupil in the school who is qualified to fill the special aims of the organization.

Sec. 2. That any public school fraternity, sorority or secret society, as defined in Section 1 of this Act, is hereby declared to be an organization inimical to the public good.

Sec. 3. That it shall be the duty of school directors, boards of education, school inspectors, and other corporate authority managing and controlling any of the public schools of this state, to suspend or expel from the schools under their control any pupil of such school who shall be or remain a member of or shall join or promise to join, or who shall become pledged to become a member of, or who shall solicit any other person to join, promise to join or be pledged to become a member of any such public school fraternity or sorority or secret society.

Sec. 4. It shall be unlawful from and after the passage of this act for any person not enrolled in any such public school of this state to solicit any pupil enrolled in any such public school of this state to join or to pledge himself or herself to become a member of any such public school fraternity or sorority or secret society or to solicit any such pupil to attend a meeting thereof or any meeting where the joining of any such public school fraternity, sorority or secret society shall be encouraged. Any person violating this section of this act shall be deemed guilty of a misdemeanor and shall be fined not less than twenty-five dollars (\$25.00) nor more than one hundred (\$100.00) for each and every offense.

Sec. 5. This act shall not apply to any pupil of the University of Illinois or of any of the normal schools of this state.

The bill was slightly modified in its passage through the Legislature. The paragraph in which a fraternity is defined was objected to on the ground that it would prevent the organization of literary societies. A modifying phrase was therefore introduced to make it possible for the school by official rules to sanction an organization that elects its members in a fashion other than that required by the original paragraph.

A slight modification was also made in paragraph 5. The intent of the modification was to prevent any one going out

from the State University or from the normal schools to secure membership in the high schools of organizations that had their original seat in these higher institutions.

The bill as thus modified aims to protect all schools against outside interference with the pupil organizations and it attempts, so far as possible, to make these pupil organizations democratic in character.

A CORRECTION

Professor Breed calls attention to the following typographical errors in his article in the April *School Review*:

In Table V, p. 265, the improvement percentages, "Semifinal to Final," "By combined scores," should be as follows:

II	III	IV	VII	VIII	IX	X	XI	XII	XIII	Av.	II	III
7.0	...	10.1	3.1	3.1	.9	6.3	4.4	..	5.4

In Table X, p. 274, the value for algebra, "Comparable Groups," "Semifinal to Final," should be -2.7 instead of $+2.7$.

SELF-IMPROVEMENT THROUGH SELF-RATING

Professor Rugg has adapted to the use of education some of the methods of rating which were used during the war in the rating of soldiers. One of the important modifications which he has introduced is that of arranging the material in such a way that the rating cards may be used by the individuals who are being rated. We are very glad indeed to give currency to the announcement in some detail of the material which he has prepared and of the method of distribution which he has arranged. A series of rating forms available for the judging of high-school students and teachers is now ready for distribution.

The cards on which these rating forms are printed are designed to stimulate the pupil or teacher to improve himself by requiring him to rate himself. In order to place himself in one of the three groups described on the cards it will be neces-

sary for him to answer specific concrete questions which will serve at the same time the purpose of placing him and of drawing his attention to the qualities essential to success in his field.

The first edition of these cards will be distributed at cost for purposes of experimentation and collection of important data concerning the judgment of human qualities. They give promise of the following helpful results to schools which cooperate in their use:

I. Each student in the school can be required to rate himself at least once each year on each question in the form. The questions are grouped so as to define clearly the following sets of qualities:

1. Ability to learn—to assimilate new ideas.
2. Qualities of industry and attitude toward school work.
3. Qualities of leadership.
4. Team-work qualities.
5. Personal and social qualities.

II. Similarly the teacher can be urged to rate himself at least once each year on questions which will make him critical of his own strengths and weaknesses. Self-analysis is the first step to self-improvement. These cards will stimulate thoughtful consideration of the importance of improvement in certain directions. The teacher's qualities are grouped under the following heads:

1. Skill in teaching.
2. Skill in the mechanics of managing a classroom.
3. Team-work qualities.
4. Qualities of growth and keeping up to date.
5. Personal and social qualities.

III. A definite outcome of the use of the forms on high-school students will be to make the student critical of himself on qualities which are not ordinarily covered by school marks

or school tests. Thus the central function of the whole scheme is to stimulate self-analysis and self-improvement.

IV. Furthermore, Form B, the Rating Scale itself, enables a teacher to mark a pupil (or a principal a teacher) easily and very reliably.

V. Similarly for the teacher, a rating form of this kind filled out by both teacher and principal or superintendent, will lead to conferences between teacher and administrator concerning methods of improvement of the work. These conferences will be based upon attitudes of sympathetic understanding, and not upon resentment on the part of the teacher because of undiscussed and undefined ratings from a superior officer.

VI. This scheme makes available in the principal's office a complete file of records on the qualities of each student in the school. As many cards are available on a pupil as he has teachers in a given year. Such records make it possible for the principal to give definite and helpful advice to students, and to conduct frank and complete discussions with parents who interview him.

VII. Such blank forms sent home once a year will tend to develop helpful and frank discussion between the parent and the student—in some cases between the parent and the principal and teacher.

These forms are distributed by H. O. Rugg, School of Education, University of Chicago. Because of the unusually high cost of a small first edition, the cards will be distributed as follows: Sample copies postpaid 10¢ per card (cards are 8½ by 11 inches and contain complete directions). Cards in lots of 100 or less, 5¢ each. Special lower prices will be set for cards in larger quantities. With the printing of a second edition, a still lower price, set at cost, will be made. Cost will include printing, clerical service, postage, and expense in working up cooperative results.

THE MEETING OF COLLEGE REGISTRARS

During the latter part of April a very successful meeting was held of the college registrars from all sections of the United States. This organization has been holding annual meetings for eight years, but the ninth session was by all means the most successful in point of numbers and in point of program that has ever been brought together.

It is clear that the registrars have a unique opportunity to make a scientific study of the student body and of the work of the faculties. It is becoming apparent to these officers that there must be an application of scientific methods to the administration of higher institutions. The kinds of studies which have been common in elementary schools and secondary schools for the last ten years have for the most part been neglected by college officers with the result that there is more scientific information about the lower schools than about the higher educational institutions. As soon as the registrars begin to realize that their task is not one of mere bookkeeping but is a task of scientific study of college organization, there will grow up a science of higher education that will be productive in controlling the relations of colleges to secondary schools and of colleges to the needs of the community as a whole.

Some of the titles of the addresses are indicative of the interests of these officers and of the matters discussed at their meeting. Several of these titles may be quoted as follows:

A Uniform College Entrance Certificate.

Study of a Uniform Registration Procedure.

Determination of What Surveys on Educational Problems can be Undertaken during the Ensuing Year by a Large Group of Collaborating Registrars.

The Efficient Registrar—From a Dean's Point of View.

The Semester vs. the Quarter Plan.

Adaptability of Army Intelligence Tests in College Administration.

TESTS FROM 1845

The *Review* has been asked to give publicity to an announcement which unfortunately came too late to be inserted in the May number. The matter with which this announcement deals is, however, one of such general importance and the probability that the work will go on after the date specified is so large that we are inserting the announcement in spite of the fact that it comes somewhat late for the original purpose for which it was sent.

Otis W. Caldwell and S. A. Courtis invite superintendents, supervisors, and teachers, the country over, to cooperate with them in determining how well American school children of the present day can answer certain examination questions which originally were given in the Boston school in 1845. The report made by the School Committee at that time was sufficiently detailed to warrant the belief that interesting comparisons are possible in history, geography, arithmetic, grammar, vocabulary, and natural philosophy.

Not all of the questions are valid for school work of the present day. However, a selection of 30 questions suitable for eighth grade children has been made, and test papers, instructions, etc., are being printed in the number of 50,000. Thirty thousand of these are to be distributed free among representative cities of the country, and the remainder will be sold at cost¹ to those who will return copies of their results for the general tabulations.²

The tests are to be given between May 15th and June 1st, and will require about 100 minutes of class time. The scoring and tabulations are simple and will take from four to eight hours, depending on the size of the class. All those interested should write at once to S. A. Courtis, 82 Eliot Street, Detroit, Mich., for further information. The cooperation of superintendents of small towns, country superintendents, and teachers of rural schools will be particularly welcome.

THE METRIC SYSTEM

The experiences of the war have made English and American engineers keenly aware of the fact that the system of

¹ The cost of a full set of supplies including transportation both ways will be about 65¢ for a class of 25 children.

² As soon as returns are received, a copy of the Boston Standards will be sent. Later copies of the general tabulations will be provided. No results will be published by name without permission.

weights and measures employed in the two English-speaking countries is less flexible and economical than the French system of weights and measures that has long been in use in Europe, South America, and the Orient. In an age when standardization is the watchword of all manufacturing establishments and when international trade is sure to bring American manufacturers into the closest relations, both of competition and cooperation, with European manufacturers, it seems extraordinary that the English-speaking people should be so slow in readjusting the cumbersome system of measurement which they inherited from an age which was neither scientific nor standardized.

The metric system is treated in the books on arithmetic employed in American schools as a kind of curiosity. In many cases it is omitted as entirely useless. The rest of the world has long since recognized the fact that weights and measures are valuable just in the degree in which they serve as instruments of actual manipulation of machinery and material things. There is nothing sacred about the social institutions that gave rise to our present system of weights and measures, and yet the conservatism of our people has operated to exclude the scientific French system from everything except the laboratories where scientific work is done and the most progressive manufacturing establishments.

There will undoubtedly be a movement to bring the metric system into common use in American trade and commerce. The business world begins to realize the necessity of this, and a vigorous campaign is being waged, not by the scientific and academic students who have long been in favor of the system, but by such organizations as the World Trade Club of San Francisco. They are sending out pamphlets and enclosing stamped envelopes asking those who are interested in modernizing American ways to address petitions to the British Premier and the President of the United States. This movement

among commercial bodies is likely to spread and is also likely to be very effective in bringing about a change in the near future.

MEASURING SCHOOL RESULTS

Measurements of school results are most valuable when there is at hand comparative material against which a given school system may check its findings. For this reason the tests which have been extensively used are more productive than those which have not accumulated scores which can be regarded as standard. The difficulty in securing standard results covering a wide area arises from the fact that American schools are locally controlled and there is no central national authority which can carry on measurements on a large scale. Even state departments have been slow in seeing the importance of measurements as devices for supervision. Such standards as there are at the present time are the results of private investigation or of the endeavor of a few institutions which have made it a part of their program of research to develop such standards.

In most cases where tests have been widely used they have dealt with the fundamental subjects of the elementary curriculum. High-school teachers and high-school administrators have been slow to recognize the value of measurements and have been reluctant to undertake the labor of devising them.

It is significant in view of all these conditions that one state department of education should announce in its official bulletin an attitude favorable to measurements and should be able to show a record of much work done. Such an announcement is made by the Wisconsin Department. The opening paragraphs of the statement are as follows:

The extent to which standard tests have been applied in Wisconsin during the past biennium may be judged from the reports by school superintendents and principals to the office of the state superintendent. In 1916-17

more than 36,000 children were tested in spelling and 7,200 in handwriting, representing all classes of schools. Additional returns from cities represent approximately 8,000 tested in arithmetic, 7,500 in reading, and 5,800 in composition. A considerable number of schools made use of standard tests of one kind or another, but did not report their results to the department. In a few more cases the results were not recorded in such form as to permit their being combined with those from other schools. Were all of these to be included in the figures above, they would undoubtedly be considerably increased.

For the year 1917-18 tests were generally given on a cooperative basis in both city and rural schools. Under this arrangement tests agreed upon in conference with superintendents, supervisors, and principals at their annual meetings were given at specified times during the year. As a result of this plan some 10,000 children in rural schools representing 31 counties were tested in arithmetic. In cities the number tested in arithmetic was more than 18,000, in reading 9,700, and in algebra 1,700. Fifty-nine cities reported that they gave the tests in arithmetic, 33 in reading, and 22 in algebra. A considerable number of city schools repeated the tests in arithmetic and algebra later in the year for the purpose of measuring the improvement.

The increasingly extensive use each year of standard tests in the city or rural schools throughout the country is revealing the many uses which tests serve. The testing of thousands of children is enabling us to establish standards of classroom achievement for all grades and ages in the several subjects tested. We have definite objective evidence of the results of our teaching. Hitherto we have had no standards of judgment except the ideas of individual teachers, supervisors, and superintendents as to the ability actually being acquired by pupils as they progressed through the grades, or as to what ought to be achieved.

STATISTICS ON FAILURES IN HIGH SCHOOLS

The teachers of the high schools of New York City publish each month a periodical called *Bulletin of High Spots*, which is described as a means of giving "expression to the best professional opinion of the teachers of the city."

As an example of the kind of helpful material which is published in this bulletin the following part of one of the articles may be quoted:

TESTING FOR ABILITY TO LEARN A FOREIGN LANGUAGE

A table has been recently prepared by the Statistical Division to show the percentage of first-term high-school students passing in various subjects in the term ending in January, 1918. The following figures are taken from that table, which represents all first-term pupils in all the schools and courses:

	Per Cent
English.....	83.9
French.....	69.2
German.....	75.0
Latin.....	70.1
Spanish.....	71.3
Mathematics (algebra).....	74.8
Science (biology).....	81.3
Bookkeeping.....	87.5
Sewing.....	95.8
Stenography and Typewriting.....	88.2

From these statistics it is evident that there is a greater "mortality" among first-term pupils in foreign languages than in any other branches of study.

This rather high percentage of failures is probably due to a variety of causes, some of which might be enumerated as follows:

1. Foreign-language study is an entirely new experience to most entering pupils. They have greater difficulty in "getting their bearings" in language study than they do, for example, in English or biology, subjects for which their training in the elementary schools has given them some preparation.

2. Some of the modern-language teaching is doubtless poor. For example, the attempt is sometimes made, consciously or unconsciously, to adapt the pupil to the syllabus. (The table given is for a period in which the new syllabus of minima, term by term, in modern languages was not yet in force.) Again, some French departments are facing for the first time the problem of teaching French to entering pupils, as that language was given only as a second language in some schools. These departments have found difficulty in adapting their teaching to the new situation.

3. Then there are the state examinations; to meet the Regents' requirements, especially those of the second-year examination, the rate of progress of the work of the first to the fourth terms has been too hurried.

4. Pupils in the elementary schools have not invariably been trained to grasp the simplest concepts of inflection and syntax in English.

5. First-term classes often are much too large, some of them having a register of from forty-two to forty-six and many having thirty-five to thirty-eight. Effective teaching of modern languages is quite impossible in crowded classes, especially of beginning students. Some departments of modern languages are carrying far more than their share of the "pupil-period load."

6. The assignment is often made of the poorest teachers (substitutes and others) to first-term pupils. These pupils should have the very best instruction the department can give.

7. Native inability of many individuals to learn a foreign language, especially a modern foreign language in which ear and tongue must be trained as well as eye and brain, may also be instanced. The opinion of the writer, which is corroborated by most of the heads of modern language departments in our schools, is that fully 20 per cent of those who study a modern language have no aptness therefor and should not waste their time and the teacher's time in undertaking that language. If this estimate is approximately correct, then a large proportion of the percentage of failures is accounted for.